

Handbook for

REVIEW TEAM MEMBERS

Maine Educator Preparation Program



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Template for Program Review Report

State Program Approval - Statement of Purpose¹

The purpose of Maine educator program reviews is to evaluate units and programs against the State Board of Education standards. The evolving world of education and educational reform demands the continuous development of teacher education programs. All units preparing educators for certification must have State approved programs. Successful completion of an approved program entitles an individual to be recommended for certification in the appropriate categories for which the unit has been approved. For this reason, State program approval must be initially conducted and periodically revisited.

The preparation of educators cannot be a static process in an unchanging environment. Maine higher education institutions with programs that have been approved for this purpose are expected to accomplish the following:

- Be dynamic and determined to be continually improving the unit's offering and to utilize the outcomes of new knowledge, practices and technologies.
- Be involved in a process by which faculty and administrators, in collaboration with practitioners, are thinking and talking about the preparation of teachers and other educators.
- Be committed to assuring that teacher candidates are prepared with the knowledge and skills necessary to assist Maine students to meet Maine's learning standards.
- Collect and analyze data about their effectiveness and use data to make changes to improve their programs.
- Engage in ongoing self-study in which assesses the needs of schools and candidates, identifies potential problems and points of vulnerability and develops strategies for becoming more effective.

Initial Teacher Preparation and Advanced Programs²

Most universities and colleges operate with a single education unit. Even though some institutions operate separate units, (for example, initial teacher preparation programs are housed in a department within the college of arts and sciences, while advanced programs are administered by a graduate school of education) they are an integral part of the unit and subject to the same standards for review and approval.

In making its program approval decisions, the review team will distinguish between initial teacher preparation and advanced programs offered by the institution. Many institutions offer professional education programs for initial teacher preparation only. These include four-year baccalaureate programs, as well as five-year master's and/or teacher certification programs for

¹ Adopted from Chapter 114: PURPOSE, STANDARDS AND PROCEDURES FOR THE REVIEW AND APPROVAL OF PREPARATION PROGRAMS FOR EDUCATION PERSONNEL

² It is possible for institutions to receive different program approval decisions following a program review. For example, an institution could receive approval of the Elementary Education Program that is offered but denied approval or granted conditional approval of its Secondary Mathematics Program. Similarly, all programs offered at the initial level might receive approved while no programs at the advanced level receive approval.

individuals already holding baccalaureate or advanced degrees in other areas. Initial teacher preparation programs are those that prepare individuals for their first teaching certificate.

Advanced programs award post-baccalaureate degrees to candidates who have completed their initial teacher preparation, as well as degrees that lead to other careers in PK-12 professional education (for example, school psychology, reading specialist, educational administration and counseling). Advanced programs lead to a master's, specialist or doctoral degrees, as well as non-degree licensure.

The Professional Education Unit

The program approval process focuses on the professional education unit, which is defined as the administrative body at a college or university that has primary responsibility for the preparation of education personnel. Most Maine institutions identify the unit as the school, college or as the education department. Some institutions identify the institution itself as the unit. Units are administrative entities that design, manage, revise, and sometimes discontinue programs.

The unit is expected to coordinate all programs for the initial and continuing preparation of educator personnel, no matter where they are housed on campus. In some institutions, specialty or academic subjects are offered primarily in units other than education (for example, in Arts and Sciences, School of Agriculture, Business, Health and Recreation, Physical Education, or Family Sciences). The education unit is expected to coordinate these programs and the education unit is held accountable for the quality of these programs as well as those offered within the unit itself.

The review must include all programs designed for education personnel at both the initial teacher preparation and the advanced levels that are offered by the institution. The unit is held responsible for ensuring that all programs are aligned with the standards for program approval no matter where they are administratively housed or geographically located and are of the quality expected by the State Board of Education.

The Review Team applies the standards to units, as well as to specific programs. The Review Team determines whether units effectively carry out these responsibilities. In preparing the self-study report for the on-site visit, unit writers should have focused on the unit and referred to programs to illustrate how the unit carries out its activities. In addition, unit writers will have provided, for analysis by certification staff, a detailed description of each program offered for certification.

Changes in the Professional Education Unit

The Maine Department of Education recognizes that units and programs undergo regular change. The Department especially encourages innovations that respond to the changing worlds of education and educational reform. Many units are strengthening traditional routes to teaching as well as developing high quality alternate route programs. Units should not suspend change because a review visit is imminent. In fact, the standards listed in Chapter 114 require serious self-study that should lead to ongoing change in how the unit prepares school personnel.

Although review teams will be looking at a unit at a point in time, the self-study report should also describe new operations and programs. Consequently, it is expected that some candidates will be entering new programs while others are completing programs that are being phased out. Review Teams will examine established programs, as well as programs admitting their first candidates, and programs in the planning stage. Continuing evaluation and improvement of programs is a key principle of the program approval system. Review teams view systematic evaluation and change as evidence of the growth and vitality of the unit.

The Role of Program Review Team

The role of the review team is to represent the State Board of Education in a professional manner and to be cognizant of the importance of an educator preparation program review in order to maintain accountability with the profession of teaching. The review team will make recommendations about whether or not the State Board approved standards are being met or not by analyzing the unit's assessment systems (hardcopy sources and/or electronic means, interviews and classroom observations). Central to the completion of this charge is the adherence to an ethical and sustainable review of the institution's educator preparation unit by contributing to a positive and productive work culture. In doing so, review team members must abandon parochial understandings and institutional comparison practices and instead be guided by the State Board standards.

Inquiry is paramount to successfully completing a program review and as a consequence the review team must pose questions (derived from the State Board standards and the unit's self-study) among individual members and with the institutional representatives to determine the level at which the institution is addressing the standards. The questions need to be purposeful, appropriate and clear. After analyzing the unit's evidence of compliance with the State Board of Education standards, the team members will report their findings and explanations to the State Board of Education in a manner that is comprehensive enough for the State Board to make an informed program approval decision.

Conduct of the On-Site Review

During the on-site visit, Review Team members interview faculty, administrators, teacher education candidates, cooperating teachers, principals, alumni, and other involved persons. If the institution wants particular individuals to be interviewed, that information should be conveyed to the Review Team chair prior to the on-site visit. In addition, the Review Team may interview individuals who are not on the institution's list of interviewees.

Written documentation is reviewed and field sites are visited during the on-site visit. The unit must organize its supporting documents in an exhibit room for use by the Review Team. Documents to be included in the exhibit room are described later in this section. The field sites to be visited will have been determined and scheduled by the Review Team chair, in consultation with the unit coordinator, during or soon after the pre-visit. The unit coordinator is responsible for notifying the cooperating schools that are scheduled for a visit by the visiting Review Team.

Confidentiality

Confidentiality is an integral part of the program review process. Team members have access to a great deal of sensitive information when conducting reviews of educator preparation programs. The confidentiality of this information must be protected by team members. Confidentiality has no expiration date – it lasts forever.

All elements of the program review process – materials, interviews, discussions, interpretations and analyses – are to be treated confidentially. Both ethical and legal considerations demand that information acquired during the review process not be used for purposes other than for program approval considerations.

Protocol for Program Approval Visits

The process is not consultative and therefore no progress improvement plans are issued. Instead, the review teams report findings. Team members must be able to look at the facts as they exist and not be influenced by past reputation, news stories about institutions or programs being reviewed.

1. The conduct of interviews with institutional personnel, practitioners and candidates reflects the professionalism of the team and the integrity of the program review process. Team members should:
 - a. Be knowledgeable of the state standards as demonstrated by the nature of their questions and the ability to probe for additional information.
 - b. Be familiar with the institution's self-study and information in the exhibits, drawing on those resources as they ask questions.
 - c. Seek information to help the team make decisions on whether standards are being met adequately.
 - d. Control the interview to ensure that needed information is obtained and redirect the questioning when necessary.
 - e. Be polite and non-confrontational in seeking information.
 - f. Avoid making comparisons with their own institution or district. Such discussions lead to the perception that the team member is biased and may not be applying state standards to the review.
 - g. Interviews should not be taped; team members should take notes.
 - h. Interviews should begin and end on time.
2. Team members do not expect elaborate hospitality during site visits. It is appropriate for units to provide snacks and non-alcoholic beverages for teams while they are on campus and during the evening team meetings at the hotel.
3. Team members must not advance either personal agendas or the agendas of organizations with which they may be affiliated in the conduct of the review by attempting to apply personal interpretations of standards.
4. Team members must not request gifts from an institution. While some small tokens from the institution may be important within the institution's culture, these are not expected. Team members should decline gifts of substance from an institution.

5. Team members should apply the state standards consistently with all institutions, regardless of whether the institution is seeking initial or renewal of state approval.
6. Team members should make holistic judgments based on the standards; they should avoid focusing on individual indicators or on trivial matters.
7. The team chair should meet with the unit head at least once a day during the visit to inform him/her of any additional data needed by the team. The unit should be given the opportunity to provide the additional information.
8. Communications must be clear, particularly about the need for any additional information. All requests from team members for additional information are to be channeled through the team chair to the unit head.
9. The team chair will conduct a brief exit conference with selected institutional representatives at the end of the site visit. This conference should not exceed one half-hour in length.

Purpose of Interviewing

Team members spend most of Monday and Tuesday of the on-site visit conducting interviews with individuals and groups. Interviews help team members:

1. Verify information in the self-study report and exhibit room.
2. Clarify areas of concern related to the standards. Many of the questions are specific to the unit and revolve around the knowledge the team has gained while on-site.

Team members will interview a significant number of individuals who can describe the ways in which the unit meets standards. The questions asked should clarify and expand upon information that has been provided in the self-study report, on the website, and in exhibit room documents. They should be related to the standards. Key individuals who will be interviewed include:

- The chief executive officer (i.e., president),
- The chief academic officer (i.e., provost or vice president),
- The head of the professional education unit (e.g., dean, chair or director),
- The director of clinical experiences,
- The person in charge of admissions to the unit,
- Counselors and advisors to education candidates,
- Educator candidates,
- The director of field experiences,
- Selected faculty and administrators in education and other units at the institution,
- Deans of other units involved in preparing candidates,
- Selected internship supervisors, and
- Selected principals of schools where candidates complete field experiences.

Interviews Conducted by the Review Team

Specific interviews will be arranged by the unit administrator and the review team chair prior to the on-site visit. During the visit, review team members may choose to talk to other individuals as well. They may also need to conduct follow-up interviews to clarify concerns raised during the review team's deliberations. Therefore, it is helpful to the team if faculty and administrators in the unit plan to be somewhat flexible in their scheduling throughout the duration of the review team's visit.

Unless the institution is small, review team members will not have the opportunity to meet with all faculty members and administrators in the professional education unit and other units that support professional education. The information provided in the self-study report helps the review team determine who to interview. The review team interviews some individuals to validate information in the report. Others are selected to provide data not in the report, but needed to determine whether standards are met. If there are key individuals who can provide insights into aspects of the standards, the unit should inform the review team chair so that appropriate interviews can be scheduled.

In addition to interviewing faculty, staff, and administrators on campus, the review team talks with candidates, cooperating teachers, principals, advisory committee members, and others involved in the unit and its programs. Opportunities for the review team to interview groups of these individuals will have been arranged by the unit's head prior to the team's on-site visit. A cross-section of the population will be asked to participate in these group interviews. If many of the professional education courses are taught in the evening, review team members may interview those candidates as well. In addition, review team members may talk with students in the halls, the cafeteria, and lounges.

The review team chair will determine how he/she would like these group interviews organized. The number of persons participating in a group interview should be limited to no more than eight persons to allow everyone the opportunity to talk. Unit administrators and faculty should not participate in these group interviews, unless requested by the review team chair.

Review team members will visit schools to which student teachers are assigned and with whom collaborative efforts toward improving education have been initiated. The review team chair should select the schools to be visited. It is most helpful to the chair if the unit head provides a list of schools in which student teachers are placed as well as information about the number of student teachers placed in each school, the degree of diversity to be found in each school, and the distance to each from campus.

Review team members will also observe a sample of professional education classes that are in session during the review period. The review team will determine the classes to visit. The unit coordinator should prepare faculty to expect visitors if their class is scheduled for Monday or Tuesday of the visit. If there are special circumstances that would preclude these observations, the Chair should be informed prior to the visit.

Group interviews usually are scheduled for 45 to 60 minutes. The participants should be of similar status within the institution (i.e., candidates in initial teacher education programs, candidates in graduate programs preparing for new roles in schools, faculty members, department and/or program heads, PK-12 administrators and graduates) to foster comparability among the participants?

In addition to individual interviews, the team conducts group interviews with candidates, university faculty, internship supervisors, college/university and school administrators, and other members of the professional education community. A sampling of the types of questions team members may wish to ask during group interviews includes:

Group Interview with Initial Teacher Preparation Candidates:

- What kinds of teachers do your professors strive to produce?
- What links do you see between your courses? Between courses and field experiences?
- What links your courses, the field experience and Maine's learning standards?
- What are the links between your courses, work samples and Maine's learning standards?
- What are the phases in your program? How do you move from one phase to the next?
- What types of knowledge and skills have you learned to help you teach students with diverse backgrounds?
- What technological skills have you learned that will help you have a positive effect on student learning? In what ways do your professors integrate technology in class-?
- What information and techniques are you learning that will help you in the classroom?
- What strategies and techniques have you learned to engage students in learning?
- What assessments do you complete as you move through your program? How are the assessments used in your program?

Group Interview with Unit Faculty:

- What kinds of teachers do you strive to produce? What are their characteristics?
- What aspects of your unit were developed as a result of collaborative work with faculty members from other programs and departments on campus?
- What evidence exists to support that your candidates are able to work effectively with students from diverse backgrounds?
- How are your courses aligned to the Maine's Learning Results and Maine's Ten Initial Teacher Certification Standards?
- How is technology integrated into your course(s)? How do you know what levels of technology use are the most effective?
- How do your assessments link to the unit's conceptual framework?
- How do you identify candidates who are not meeting program requirements? What strategies do you use in working with these candidates?

Group Interview with School-Based Faculty:

- What type of teachers does your institution strive to produce?
- What evidence demonstrates candidates' preparedness to be effective teachers?
- How knowledgeable are candidates prepared to teach to Maine's learning standards?

- What criteria do you use to evaluate candidate abilities to work with diverse students?
- As mentor teachers, what types of assessment do you use to determine candidate learning? Describe your collaboration efforts with college/university faculty to design and implement these assessments?
- To what extent do you help to plan and evaluate the field experiences component of the program? Can you provide an example of when the unit was responsive to suggestions for improvement?

Group Interview with Members of a Teacher Advisory Committee:

- How do you know when candidates are ready to be recommended for certification?
- What do your evaluations tell you about the availability and use of resources for the preparation of teachers, especially in reference to technology? What other types of information have you learned from your evaluations?
- What are the best indicators you currently have that demonstrate candidate growth and development in content and pedagogical knowledge?
- How are the supervisors of the internships selected and evaluated?
- How is the unit fostering collaborative efforts with the professional community? What have been the opportunities for collaboration?
- How has the faculty benefited from professional development activities provided by the unit? What training is provided for clinical faculty?

Group Interview with PK-12 Administrators:

- What role do you play in the planning of field-based experiences of candidates in selecting mentor teachers or other internship supervisors?
- What are the learning expectations for candidates completing field experiences?
- How are candidate proficiencies assessed during field experience and clinical practice?
- What are the strengths of most candidates from the college/university?
- In what areas would the candidates benefit from more instruction?
- In what ways is the unit responsive to suggestions for improvement?
- Who participates in evaluations of the clinical practices?
- What have been the major findings?

Group Interviews with Initial Teacher Education Program Graduates:

- In what areas of teaching were you best prepared by your teacher education program?
- In what areas of teaching would you like to have had more instruction?
- In what ways did you benefit from the field experiences?
- In what ways did your teacher education program prepare you to work effectively with students from diverse backgrounds?
- What aspects, if any, of the faculty's teaching do you attempt to copy in your own teaching?

Group Interview with Advanced Teacher Preparation Program Candidates:

- What are the different phases in your program?

- How do you move from one phase to the next?
- What type of field-based projects does your program require?
- How are the assessments used in your program?
- How are you using technology in your classroom? In what ways do your professors integrate technology into their courses?
- In what ways are you or will you be a better teacher as a result of your master's program?
- How has your program helped you to be more effective with diverse learners?

Group Interview with Graduates of Non-Teaching Programs:

- In what ways has your program prepared you to handle your job effectively?
- In which aspects of your job would you have liked to have had more instruction?
- In what ways did your program prepare you to work effectively with students, parents, and communities from diverse backgrounds?
- How were you influenced by the faculty, particularly their teaching and assessment techniques?

Reliance on Multiple Data Sources

Review teams depend on multiple data sources when determining whether standards are met. A single source of data should never be cited as the determining factor when reporting team findings. Team members should seek information in interviews, documents, websites, student work and observations. If a concern is identified in one of these sources, team members should systematically seek other data – both written and oral – to refute or confirm a finding. The team report indicates all persons interviewed, documents reviewed and classes observed during the site visit.

Teams should identify multiple types of assessments used by the unit to demonstrate candidate knowledge, skills and abilities. Different types of assessments that may be presented include:

- Surveys of graduates, candidates, school partners, employers, and others
- Program completion test results
- Evaluations of field and clinical experiences
- Candidate portfolios

Valuing the Collective Perspective in Reaching Consensus

The program review process values the professional judgment of team members. Individual judgments are based on data from the self-study, catalogs, interviews, visits to schools, and reviews of documents. The data are shared and debated among team members during their team meetings. The process is designed to encourage team members to report their observations, reflect on them after hearing the perspectives of others, and reach consensus on the observations and areas for improvement to be included in the team report by Wednesday morning of the visit.

The perceptions that team members bring to the first team meeting are frequently altered after collecting additional data and listening to other team members. Although team members are assigned to prepare response for specific standards, all team members collect data for numerous standards, discuss each standard and collectively determine the findings of the team.

The Exhibit Room

The unit should have gathered its supporting documentation in a single location, which is referred to as the exhibit room. The exhibit room should contain the documentation and evidence that supports the self-study report and shows how the standards are being met. All of the documents in the exhibit room should be clearly organized by individual standards. The documents should be placed in file folders that are labeled by the document name.³ Following the visit, the unit should maintain and update these files for use by the unit and for the continuing program approval visit that will occur in five years.

The following documents will likely be examined by the review team to help determine whether standards are met. Additional items may be requested by the review team chair prior to and during the on-site review.

General

- Annual program updates submitted prior to the program approval review
- Self-study reports and findings of accrediting associations related to the preparation of education professionals⁴ e.g., ASHA, CACREP, APA, NASM.
- Faculty and student handbooks
- Conceptual framework documents
- Course syllabi for all professional education courses. Syllabi for content courses are not usually reviewed by a review team.
- Catalogues and other printed documents describing general education, specialty/content studies, and other professional studies
- Agenda, list of participants, and products of meetings, workshops, and/or training sessions related to curriculum
- Schedule of classes offered in professional education
- Description of committees and or task forces involved in curriculum development and implementation, and their minutes
- Records of collaboration with arts and sciences faculty and practitioners
- Follow-up studies of graduates

2.1 Unit Standard One: Initial Teacher Candidate Performance

Samples of Evidence:

- Policies, criteria, and student records related to admission and retention
- Policies and/or descriptions of advising and monitoring procedures

³ Often units color-code the file folders or labels to indicate correspondence to individual standards.

⁴ These reports and findings are usually associated with the review of nationally accredited educator preparation units.

- Competencies expected at completion of programs
- Assessment plans and sample assessments measures used to ensure that candidates are ready to enter the profession
- Record of performance assessments of candidate progress and summary of results
- Data on performance of graduates (Title II reports), including results of state certification examinations and job placement rates
- Student evaluations, including student teaching and internship performance
- Samples of student work from initial teacher preparation and advanced programs include portfolios, thesis, dissertations and research projects.

2.2 Unit Standard Two: Assessment System and Unit Evaluation

Key Elements:

- A. Unit has an assessment system or plan for an assessment system
 1. Monitors candidate performance and unit operations
 2. Includes multiple assessments
 3. Identifies key transition points in programs
 4. Includes fair, accurate, and consistent assessments
 5. Transition plan
- B. Data collection, analysis and evaluation
 1. System is maintained, data are collected regularly
 2. Data are summarized and analyzed regularly
 3. System involves the use of information technology for maintenance
- C. Use of data for program improvement
 1. Changes in the unit are discussed and made based in systematic use of data
 2. Data are shared with candidates and faculty to encourage reflection and improvement

Samples of Evidence:

- Unit assessment plan
- Policies and/or descriptions of assessment and monitoring procedures
- Samples of multiple assessments used
- Data from monitoring candidate performance and unit operations
- Description of how data is collected, analyzed and evaluated
- Summary of data collected and the regularity of data collection
- Documentation as to the use of information technology for assessment system maintenance
- Unit and program evaluations conducted since the previous visit that include a description of the process, findings, and resulting changes

2.3 Unit Standard Three: Field Experiences and Clinical Practice

Key Elements:

The unit must show evidence of collaborative efforts with partnering schools, effective clinical support from faculty during the clinical assignment, usage of the conceptual framework in building the field experience and candidate mastery of knowledge, skills and application in assisting students to learn in a clinical environment. Specifically, the unit should demonstrate how the partnership between schools is responsible for the design,

implementation and evaluation of candidate placement. Similarly, supporting documentation should reveal effective faculty assistance for the candidate prior to and during the clinical assignment. Further candidates should demonstrate mastery of the classroom management skills to include technology, experience with diverse students and that they can develop multiple assessments aligned with the standards.

Samples of Evidence:

- Documentation of collaboration(s) between unit and school partners.
- Examples of policies and practices related to field experiences, student teaching, and other internships.
- Descriptions of pre-student teaching field and clinical experiences expectations.
- Written assignments with local schools for selection of field site supervisors, student teaching intern placement, and collaborative research projects.
- Descriptions of sites for field-based experiences, including the student diversity in those sites and evidence that experiential exploration and/or reflection has been documented.
- The student teaching/internship handbook used by the candidates.

2.4 Unit Standard Four: Diversity

Key Elements:

- A. Design, Implementation, and Evaluation of Curriculum and Experiences
 - 1. Includes curriculum and field experiences that focus on importance of diversity with articulated assessment and proficiencies.
 - 2. Candidates learn about climate, learning styles, adapting instruction so that all students learn fairness and belief in student ability.
- B. Experiences with diverse faculty
 - 1. Students have experiences working with diverse faculty.
 - 2. Faculty members have knowledge and skills around diversity and the perception of white privilege in teaching and learning.
 - 3. Unit makes good faith effort to maintain or increase faculty diversity.
- C. Experiences working with diverse candidates
 - 1. Candidates of color work together with candidates from the majority population to discuss and reflex on issues pertaining diversity in the classroom.
 - 2. Unit makes good faith effort to increase or maintain candidate diversity.
- D. Experiences working with diverse students.
 - 1. Candidates are exposed to students from different racial, ethnic, gender, and socio-economic backgrounds.
 - 2. Candidates receive feedback from peers and supervisors to help them reflect.

Samples of Evidence:

- Experiential opportunities for candidates to explore diversity within the geographic area served by college or university.
- The strategic plans describing activities and results related to recruitment and retention of a diverse student body.
- Data showing diversity of candidates in initial teacher preparation and advanced programs both enrollment and completion.

- Annual evaluations/assessments of the unit's success in recruiting and maintaining a diverse student body.
- Discussion of design, implementation, and evaluation of curriculum and experiences aimed at assuring that all students learn.

2.5 Unit Standard Five: Faculty Qualifications, Performance, and Development

Key Elements:

- A. Qualified
 1. Professional education faculty members have earned doctorates or expertise in educational areas.
 2. Partnering school faculty members are certified.
 3. Clinical faculty having contemporary professional experiences.
- B. Faculty model best practices in knowledge contents.
 1. Faculty member connects curriculum to conceptual framework
 2. Uses multiple strategies to integrate technology and assess candidate learning through a reflective experiential practice.
- C. Faculty members are actively pursuing scholarship and research in content areas.
- D. A documented history of faculty service.
- E. Unit conducts systematic evaluation of faculty.
- F. Unit provides opportunities for professional development based on evaluations.

Samples of Evidence:

- Faculty vitae that includes information on the following:
 - ❖ Academic degrees
 - ❖ Professional experience
 - ❖ Teaching and administrative load for the past two semesters
 - ❖ Current professional and academic association memberships
 - ❖ Current professional assignments and activities
 - ❖ Publications (most recent and/or important)
 - ❖ Papers presented (most recent and/or important)
 - ❖ Other scholarly activity (most recent and/or important)
- Qualifications of cooperating teachers and college/university supervisors.
- Plans and results related to recruitment and retention of a diverse faculty.
- Data showing diversity of faculty in initial teacher preparation and advanced programs.
- Annual evaluations/assessments of the unit's success in recruiting and maintaining a diverse faculty.
- Faculty handbook and/or contracts, policies for faculty evaluation, salary listing, tenure and promotion policies
- Samples of development plans for individual faculty
- Faculty/staff directory listing all unit faculty (full-time and part-time) and support staff for the unit
- Faculty loads for advising, teaching, and supervising internships
- Records of faculty involvement in associations and other professional activities
- Samples of faculty publications

- Records of meetings, workshops, and/or training sessions for cooperating teachers and internship supervisors

2.6 Unit Standard Six: Unit Governance and Resources

Key Elements:

- A. Unit leadership and authority
 1. Unit effectively manages all programs
 2. Professional community is involved in the design, implementation, and evaluation of the unit and its programs
 3. Evidence of significant financial support from institutional leadership
- B. Personnel
 1. Usually faculty teach 12 hours undergraduate or 9 hours graduate
 2. Supervision for clinical practice generally does not exceed 18 candidates for each full-time equivalent faculty member
 3. Unit makes appropriate use of part-time and support personnel
 4. Unit provides resources for professional development
- C. Unit facilities
- D. Resources including technology
 1. Adequate allocation of resources for programs
 2. Information technology resources
 3. Access to library, curricular resources, and electronic information

Samples of Evidence:

- Mission statement of the institution and unit
- Policies on governance and operations of the unit
- Description of the unit, including organizational charts
- Minutes and membership of advisory, policy, and governing groups that impact on professional education
- Fiscal records and budgets for the unit and comparable units to include funds for faculty development, facilities, salary, and non-salary budgets
- Planning documents, including long-range plans
- Policies, practices, and budget/expenditures related to acquisitions for the library, media resources, and technology
- Non-discriminatory policies and practices
- Due process policies and practices

The Exit Conference

On the Wednesday morning of the on-site visit, the review team chair will meet with the unit head, unit coordinator, and other key institutional administrators to summarize the review team's findings.⁵ In the exit conference the chair provides a general overview of the findings, summarizes commendations and recommendations for program approval, and indicates the recommendations that the review team will deliver to the State Board of Education.

⁵ The president, provost and/or the vice president for academic affairs may also participate in the exit conference.
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The summary of the review team's findings at the exit conference should be consistent with the written report that the institution will receive later. The written report must not hold any surprises for the institution. The review team chair should remind the institutional representatives that Department of Education procedures encourage them to review the final draft of the report for factual errors.

1. The team's findings are not debated during the exit conference. The unit will have an opportunity to submit a response to the report if the unit deems this to be appropriate.
2. The team's findings will include indication of the team's recommendation to the State Board of Education.

The Review Team Report

After the on-site visit, the chair compiles the written report⁶ of the review team's findings. Should a delay occur in the delivery of the report beyond the 60 days, the Higher Education Specialist will communicate to the institution when the report is expected. The report is prepared according to the following standard format:

- Cover Sheet Institution name, the dates of visit, and review team names listed
- Part I Introduction
- Part II Summary of the review team's findings by each standard at the initial teacher preparation and/or advanced level⁷
- Part III Description of decision for each standard at the initial teacher preparation and advanced levels-providing the following:
 - Rationale for the decision/recommendations: Includes description of review team rationale. This section should include illustrations of evidence that helped inform the review team's decision.
 - Recommendations: Cites areas of concern to be addressed by the unit.
 - Commendations. Cites specific areas of exemplary practice.
 - Review team decision. Indicate whether standard was met or not met.
- Part IV List of individuals interviewed and sources of evidence
 - Includes all individuals interviewed.
 - Includes all documentation reviewed by the team in making its decision.

Prior to the end of the 60-day period following the visit, the review team chair submits the final draft of the report to the Department of Education and the unit head. The unit head should check the report for clarity and for factual errors only and communicate any recommended changes to the review team chair in writing. At the discretion of the review team chair, corrections will be incorporated into the final version of the report.

⁶ The final report is due within 60 days of onsite visit to the State Board.

⁷ This consists of a narrative discussion of the Team's findings for each standard.

Within 60 Days of the Review Team Visit

The final review team report shall be completed by the chair within 60 days of the site visit. Upon completion of the final Review Team report, copies will be furnished to the unit head of the program, to the Commissioner and to the members of the review team.

- A. After the visit is completed, the review team chair edits the review team's draft, compiles the report, and sends copies of the draft to each review team member and to the Department of Education for editing. Recommendations from review team members are incorporated into the draft report.
- B. The chair sends one copy of the final draft to the unit head to review for clarity, factual errors only and to communicate in writing any recommended changes. At the chair's discretion, corrections will be incorporated into the final report.
- C. One copy of the final report is submitted to the Department of Education. The Department will duplicate the report and send two copies to the unit head and copies to the State Board of Education, as appropriate.

Program Approval Decisions

The State Board of Education will consider the report and recommendations contained therein at their regular monthly meeting after the report's submission. The unit head and any other institutional representatives deemed to be appropriate should plan to attend the meeting.

Action by the State Board of Education

- A. The Higher Education Specialist to prepare packet for the State Board of Education on behalf of the recently visited unit that contains the self-assessment document for initial approval or the Status Report for renewal, the final review team report and any supplemental information and any relevant evidence. The review team chair and the unit head will represent the review team report at the State Board of Education meetings.
- B. The review unit may file with the review team chair or the Commissioner additional information or a clarifying statement with reference to the review team report and its recommendations at least fifteen days prior to the action of the State Board of Education.
- C. Final action of the State Board of Education is based on reviewing the self-assessment study and the final review team report.
- D. Approval status shall be made by the State Board of Education in one of the following categories:
 - 1. Seven year approval. To be approved in this category the unit must be nationally accredited by The Council for the Accreditation of Educator Preparation.
 - 2. Five year approval. If approved in this category, the unit must submit an annual two page program update, summarizing yearly data, changes, additions, trends and deletions. This update must be submitted by April 7th of each year.
 - 3. Conditional approval for a period of up to two years to remediate the identified problems; the program must successfully comply with the conditions identified by the State Board of Education in order to be granted a five year approval. Approval denied

for cause. Units denied approval may not reapply for approval until one year following denial of approval by the State Board of Education has passed.

Requests for Extension for Existing Approval

Requests for an extension of existing approval, due to extraordinary circumstances, may be granted at the discretion of the State Board of Education; however, such extensions shall not extend the date when the subsequent approval is due. The Board will only consider such requests in emergency situations.

Checklist for Meeting Maine’s Educator Preparation Program Standards One through Six

Introduction

The following pages provide useful information about the meaning of the conceptual framework and the six overarching state program approval standards. Rubrics that accompany each standard address the critical elements and describe the levels of performance required to meet the standard.

Conceptual framework

A conceptual framework establishes the shared vision for a unit’s efforts in preparing educators to work in PK–12 schools and describes the unit’s intellectual philosophy and institutional standards. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and institutional mission, and it needs to be continuously evaluated.

Faculty members in the unit are expected to collaborate with members of their professional community in developing a conceptual framework that establishes the vision for the unit and its programs. The conceptual framework provides the basis for coherence among: curriculum, field experiences, instruction, assessment, and evaluation.

The conceptual framework outlines the unit’s professional commitments and makes the professional dispositions explicit. It reflects the unit’s commitment to diversity and the preparation of educators who help all students learn. The conceptual framework also aligns the professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators.

The conceptual framework includes the following aligned structural elements:

- vision and mission of the institution and the unit;
- philosophy, purposes, goals/institutional standards of the unit;
- knowledge bases, including theories, the wisdom of evidence, and educational policies that drive the work of the unit;
- candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology that are aligned with the expectations of professional, state, and institutional standards; as well as a summarized description of the unit’s assessment system

A unit preparing for renewal of prior state program approval visit will include an overview of its conceptual framework in the introductory section of the self-study report. This overview must include a description of the framework, its development, and changes since the previous visit, including the relationship of the conceptual framework revisions to updated standards and assessments of the unit, profession, and state.

State Board approved review teams will look for evidence of the conceptual framework and report their findings in:

1. The introductory section of the team report and
2. Responses to standards throughout the team report.

Standard One: Pre-service candidate, in-service teacher, school building administrator, and district level administrator: performance, knowledge and disposition standards

Candidates preparing to work in schools as teachers or other school professionals must know and can demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments will clearly indicate that candidates meet state and institutional standards.

1.1 Content Knowledge for candidates (Initial and Advanced Preparation of Teachers)

Maine educator preparation program units may meet Standard One if:

- Candidates know the content that they plan to teach and can explain important principles and concepts delineated in state and institutional standards.
- The majority of the unit's program completers pass Maine's required content examinations for certification.
- Candidates in advanced programs have an in-depth knowledge of content.
- Maine educator preparation program units may meet and exceed Standard One if:
- Teacher candidates have in-depth knowledge of the content that they plan to teach as described in state and institutional standards.
- Candidates demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject.
- All program completers pass Maine's required content examinations for certification.
- Candidates in advanced programs for teachers are recognized experts in the content that they teach.

1.2 Pedagogical Content Knowledge for candidates (Initial and Advanced Preparation of Teachers)

Maine educator preparation program units may meet Standard One if:

- Candidates understand the relationship of content and content-specific pedagogy delineated in state and institutional standards.
- Candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in state and institutional standards to help all students learn.
- Candidates facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology.
- Candidates in advanced programs for teachers demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning.

- Candidates are able to select and use a broad range of instructional strategies and technologies that promote student learning and are able to clearly explain the choices they make in their practice.
- Candidates reflect a in-depth understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards.
- They have in-depth understanding of the content that they plan to teach and are able to provide multiple explanations and instructional strategies so that all students learn.
- They present the content to students in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately.
- Candidates in advanced programs have expertise in pedagogical content knowledge and contribute to their schools and communities by leadership and mentoring roles.
- They understand and address student preconceptions that hinder learning.
- They are able to critique research and theories related to pedagogy and learning.
- They are able to select and develop instructional strategies and technologies, based on research and practices, which will help all learners.

1.3 Professional and Pedagogical Knowledge Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers)

Maine educator preparation program units may meet Standard One if:

- Candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning.
- They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.
- They reflect on their practice.
- They know major schools of thought about schooling, teaching, and learning.
- They are able to analyze educational research findings and incorporate new information into their practice as appropriate.
- Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement.
- They engage in professional activities.
- They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students.
- They are aware of current research and policies related to schooling, teaching, learning, and best practices.
- They are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.
- Maine educator preparation program units may meet and exceed Standard One if:
- Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards.
- They develop meaningful learning experiences to facilitate learning for all students.
- They reflect on their practice to make key adjustments to improve student learning.
- They know how students learn and how to make ideas accessible to them.

- They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues.
- Advance program candidates develop specific expertise in professional and pedagogical knowledge based on their research and experiences that contributes to the profession.
- Candidates take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal.

1.4 Student Learning for Teacher Candidates (Initial and Advanced Preparation of Teachers)

Maine educator preparation program units may meet Standard One if:

- Teacher candidates focus on student learning.
- Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress.
- They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience.
- Candidates in advanced programs for teachers have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice.
- They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.
- Aware of and utilize school and community resources that support student learning.
- Candidates focus on student learning and study the effects of their work.
- They assess and analyze student learning, make appropriate changes to instruction, monitor student learning, and have a positive effect on learning for all students.
- Advance program candidates have a thorough understanding of assessment.
- They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.
- They collaborate with other professionals to identify and design strategies and interventions that support student learning.

1.5 Knowledge and Skills for Other School Professionals (Initial and Advanced Preparation of Teachers)

Maine educator preparation program units may meet Standard One if:

- Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
- They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services.
- Eighty percent or more of the unit's program completers pass Maine's academic content examinations for certification.

1.6 Student Learning For Other School Professionals

Maine educator preparation program units may meet Standard One if:

- Candidates for other professional school roles are able to create positive environments for student learning.
- They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.
- Candidates for other professional school roles critique and are able to reflect on their work within the context of student learning.
- They establish educational environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools.

1.7 Professional Dispositions for All Candidates

Maine educator preparation program units may meet Standard One if:

- Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.
- Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn.
- Their work with students, families, colleagues and communities reflects these professional dispositions.
- Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards.
- Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students.
- Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.

Standard Two: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Assessment System

Maine educator preparation program units may meet Standard Two if:

- The unit has an assessment system that reflects the conceptual framework and professional and state standards and is regularly evaluated by its professional community.
- The unit's system includes comprehensive and integrated assessment and evaluation measures to monitor candidate performance and manage and improve the unit's operations and programs.
- Decisions about candidate performance are based on multiple assessments at admission into programs, appropriate transition points, and program completion.

- The unit has taken effective steps to eliminate bias in assessments and is working to establish the fairness, accuracy, and consistency of its assessment procedures and unit operations.
- The unit, with the involvement of its professional community, is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards.
- The unit regularly examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards.
- Decisions about candidate performance are based on multiple assessments made at multiple points before program completion and in practice after completion of programs.
- Data show a strong relationship of performance assessments to candidate success throughout their programs and later in classrooms or schools.
- The unit conducts thorough studies to establish fairness, accuracy, and consistency of its assessment procedures and unit operations. It also makes changes in its practices consistent with the results of these studies.

2.2 Data Collection, Analysis, and Evaluation

Maine educator preparation program units may meet Standard Two if:

- The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, and competence of its graduates, unit operations, and program quality.
- Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community.
- Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality and unit operations.
- The unit disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs.
- The unit maintains records of formal candidate complaints and documentation of their resolution.
- The unit maintains its assessment system through the use of information technologies appropriate to the size of the unit and institution.
- The unit's assessment system provides regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of its programs, extending into the first years of completers' practice.
- Assessment data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources that are systematically collected as candidates' progress through programs.

- These data are disaggregated by program when candidates are in alternate route, off-campus, and distance learning programs.
- These data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, program quality, and unit operations.
- The unit has a system for effectively maintaining records of formal candidate complaints and their resolution.
- The unit is developing and testing different information technologies to improve its assessment system.

2.3 Use of Data for Program Improvement

Maine educator preparation program units may meet Standard Two if:

- The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences.
- The unit analyzes program evaluation and performance assessment data to initiate changes in programs and unit operations.
- Faculty members have access to candidate assessment data and/or data systems.
- Candidate assessment data are regularly shared with candidates and faculty to help them reflect on and improve their performance and programs.
- The unit has fully developed evaluations and continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary.
- The unit not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences.
- Candidates and faculty review data on their performance regularly and develop plans for improvement based on the data.

Standard Three: Field Standard Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Collaboration between Unit and School Partners

Maine educator preparation program units may meet Standard Three if:

- The unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and professional dispositions.
- The unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences.

- The school and unit share expertise to support candidates' learning in field experiences and clinical practice.
- Both unit and school-based faculty are involved in designing, implementing, and evaluating the unit's conceptual framework and the school program; they each participate in the unit's and the school partners' professional development activities and instructional programs for candidates and for children.
- The unit and its school partners share expertise and integrate resources to support candidate learning.
- They jointly determine the specific placements of student teachers and interns for other professional roles to maximize the learning experience for candidates and PK–12 students.

3.2 Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Maine educator preparation program units may meet Standard Three if:

- Candidates meet entry and exit criteria for clinical practice.
- Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers or other school professionals prior to clinical practice.
- Both field experiences and clinical practice reflect the unit's conceptual framework and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and professional dispositions delineated in standards.
- They allow candidates to participate as teachers or other professional educators, as well as learners in the school setting.
- Clinical practice allows candidates to use information technology to support teaching and learning.
- Clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing.
- Criteria for school faculty are clear and known to all of the involved parties. School faculty members are accomplished professionals who are prepared for their roles as mentors and supervisors.
- Clinical faculty, which includes both higher education and PK–12 school faculty, use multiple measures and multiple assessments to evaluate candidate skills, knowledge, and professional dispositions in relation to professional, state, and institutional standards.
- Clinical faculty provide regular and continuing support for student teachers and interns in conventional and distance learning programs through such processes as observation, conferencing, group discussion, email, and the use of other technology.
- Candidates in advanced programs for teachers participate in field experiences that require them to apply course work in classroom settings, analyze P–12 student learning, and reflect on their practice in the context of theories on teaching and learning.

- Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing.
- These activities involve the analysis of data, the use of technology and current research, and the application of knowledge related to students, families, and communities.
- Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and professional dispositions in a variety of settings with students and adults.
- Both field experiences and clinical practice extend the unit's conceptual framework into practice through modeling by clinical faculty and well-designed opportunities to learn through doing.
- During clinical practice, candidate learning is integrated into the school program and into teaching practice.
- Candidates observe and are observed by others.
- They interact with teachers, families of students, administrators, college or university supervisors, and other interns about their practice regularly and continually.
- They reflect on and can justify their own practice.
- Candidates are members of instructional teams in the school and are active participants in professional decisions.
- They are involved in a variety of school-based activities directed at the improvement of teaching and learning, such as collaborative projects with peers, using information technology, and engaging in service learning.
- Candidates in advanced programs for teachers participate in field experiences that require them to critique and synthesize educational theory related to classroom practice based on their own applied research.
- Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to design, implement, and evaluate projects related to the roles for which they are preparing.
- These projects are theoretically based, involve the use of research and technology, and have real-world application in the candidates' field placement setting.

3.3 Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Assist to Students to Learn

Maine educator preparation program units may meet Standard Three if:

- Candidates demonstrate mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice.
- Assessments used in clinical practice indicate that candidates meet professional, state, and institutional standards identified in the unit's conceptual framework and affect student learning.
- Multiple assessment strategies are used to evaluate candidates' performance and impact on student learning.
- Candidates and clinical faculty jointly conduct assessments of candidate performance throughout clinical practice.

- Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty.
- Candidates and clinical faculty systematically examine results related to PK–12 learning.
- They begin a process of continuous assessment, reflection, and action directed at supporting PK–12 student learning.
- Candidates collect data on student learning, analyze them, reflect on their work, and develop strategies for improving learning.
- Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and professional dispositions for helping all students learn.
- All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups.
- Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each other’s practice and their effects on student learning with the goal of improving practice.
- Field experiences and clinical practice facilitate candidates’ exploration of their knowledge, skills, and professional dispositions related to all students.
- Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms and schools.

Standard Four: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and PK–12 school faculty, candidates, and students in PK–12 schools.

4.1 Design, Implementation, and Evaluation of Curriculum and Experiences

Maine educator preparation program units may meet Standard Four if:

- The unit clearly articulates proficiencies related to diversity identified in the unit’s conceptual framework that candidates are expected to develop during their professional programs.
- Curriculum and field experiences provide a well-grounded framework for understanding diversity, including English language learners and students with exceptionalities.
- Candidates are aware of different learning styles and adapt instruction or services appropriately for all students, including linguistically and culturally diverse students and students with exceptionalities.

- Candidates connect lessons, instruction, or services to students' experiences and cultures.
- They communicate with students and families in ways that demonstrate sensitivity to cultural and gender differences.
- Candidates incorporate multiple perspectives in the subject matter being taught or services being provided.
- They develop a classroom and school climate that values diversity. Candidates demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn.
- Candidate proficiencies related to diversity are assessed, and the data are used to provide feedback to candidates for improving their knowledge, skills, and professional dispositions for helping students from diverse populations learn.
- Curriculum, field experiences, and clinical practice promote candidates' development of knowledge, skills, and professional dispositions related to diversity identified in the unit's conceptual framework.
- They are based on well-developed knowledge bases for, and conceptualizations of, diversity and inclusion so that candidates can apply them effectively in schools.
- Candidates learn to contextualize teaching and draw effectively on representations from the students' own experiences and cultures.
- They challenge students toward cognitive complexity and engage all students, including English language learners and students with exceptionalities, through instructional conversation.
- Candidates and faculty regularly review candidate assessment data on candidates' ability to work with all students and develop a plan for improving their practice and the institution's programs.

4.2 Experiences Working With Diverse Faculty

Maine educator preparation program units may meet Standard Four if:

- Candidates in conventional and distance learning programs interact with professional education faculty, faculty from other units, and/or school faculty, both male and female, from ethnic/racial groups.
- Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with diverse student populations, including English language learners and students with exceptionalities.
- Affirmation of the value of diversity is shown through good-faith efforts to increase or maintain faculty diversity.
- Candidates in conventional and distance learning programs interact with professional education faculty, faculty in other units, and school faculty from a broad range of diverse groups.
- Higher education and school faculty with whom candidates work throughout their preparation program are knowledgeable about and sensitive to preparing candidates to work with diverse students, including students with exceptionalities.

4.3 Experiences Working With Diverse Candidates

Maine educator preparation program units may meet Standard Four if:

- Candidates engage in professional education experiences in conventional and distance learning programs with male and female candidates from different socioeconomic and ethnic/racial groups.
- They work together on committees and education projects related to education and the content areas.
- Affirmation of the value of diversity is shown through good-faith efforts the unit makes to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic and ethnic/racial groups.
- Candidates engage in professional education experiences in conventional and distance learning programs with candidates from the broad range of diverse groups.
- The active participation of candidates from diverse cultures and with different experiences is solicited, valued, and promoted in classes, field experiences, and clinical practice.
- Candidates reflect on and analyze these experiences in ways that enhance their development and growth as professionals.

4.4 Experiences Working With Diverse Students In Pk–12 Schools

Maine educator preparation program units may meet Standard Four if:

- Field experiences or clinical practice for both conventional and distance learning programs provide experiences with male and female PK–12 students from different socioeconomic groups and at least two ethnic/racial groups.
- Candidates also work with English language learners and students with disabilities during some of their field experiences and/or clinical practice to develop and practice their knowledge, skills, and professional dispositions for working with all students.
- Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.
- Extensive and substantive field experiences and clinical practices for both conventional and distance learning programs are designed to encourage candidates to interact with exceptional students and students from a broad range of diverse groups.
- The experiences help candidates confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and candidates' effectiveness as teachers.

Standard Five: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Qualified Faculty

Maine educator preparation program units may meet Standard Five if:

- Professional education faculty members have earned doctorates or exceptional expertise that qualifies them for their assignments.
- School faculty members are licensed in the fields that they teach or supervise but often do not hold the doctorate.
- Clinical faculty members from higher education have contemporary professional experiences in school settings at the levels that they supervise.
- Professional education faculty at the institution have earned doctorates or exceptional expertise, have contemporary professional experiences in school settings at the levels that they supervise, and are meaningfully engaged in related scholarship.
- Clinical faculty (higher education and school faculty) are licensed in the fields that they teach or supervise and are master teachers or well recognized for their competence in their field.

5.2 Modeling Best Professional Practices in Teaching

Maine educator preparation program units may meet Standard Five if:

- Professional education faculty members have a thorough understanding of the content they teach.
- Teaching by professional education faculty helps candidates develop the proficiencies outlined in professional, state, and institutional standards and guides candidates in the application of research, theories, and current developments and in teaching.
- Professional education faculty value candidates' learning and assess candidate performance.
- Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions.
- Professional education faculty members use a variety of instructional strategies that reflect an understanding of different learning styles.
- They integrate diversity and technology throughout their teaching.
- They assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.
- All professional education faculty members have an in-depth understanding of their fields and are teacher scholars who integrate what is known about their content fields, teaching, and learning in their own instructional practice.
- They exhibit intellectual vitality in their sensitivity to critical issues.
- Teaching by the professional education faculty reflects the proficiencies outlined in professional, state, and institutional standards; incorporates appropriate performance assessments; and integrates diversity and technology throughout coursework, field experiences, and clinical practices.
- Professional education faculty value candidates' learning and adjust instruction appropriately to enhance candidate learning.
- They understand assessment technology, use multiple forms of assessments in determining their effectiveness, and use the data to improve their practice.
- Many of the professional education faculty members are recognized as outstanding teachers by candidates and peers across campus and in schools.

5.3 Modeling Best Professional Practices in Scholarship

Maine educator preparation program units may meet Standard Five if:

- Most professional education faculty members demonstrate scholarly work in their fields of specialization.
- They are engaged in different types of scholarly work, based in part on the missions of their units and institutions.
- All professional education faculty members demonstrate scholarly work related to teaching, learning, and their fields of specialization.
- Their scholarly work is driven by the missions of their units and institutions.
- They are actively engaged in inquiry that ranges from knowledge generation to exploration and questioning of the field to evaluating the teaching effectiveness.

5.4 Modeling Best Professional Practices in Service

Maine educator preparation program units may meet Standard Five if:

- Most professional education faculty members provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit's mission.
- They collaborate with the professional world of practice in PK–12 schools and with faculty in other college or university units to improve teaching, candidate learning, and the preparation of educators.
- They are actively involved in professional associations.
- They offer education-related services at local, state, national, or international levels.
- Professional education faculty are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and PK–12 schools.
- They collaborate regularly and systematically with PK–12 practitioners and with faculty in other college or university units.
- They are actively engaged in a community of learners.
- They provide leadership in the profession, schools, and professional associations at state, national, and international levels.

5.5 Unit Evaluation of Professional Education Faculty Performance

Maine educator preparation program units may meet Standard Five if:

- The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty.
- Evaluations of professional education faculty are used to improve the faculty's teaching, scholarship and service.
- The unit's systematic and comprehensive evaluation system includes regular and comprehensive reviews of the professional education faculty's teaching, scholarship, service, collaboration with the professional community, and leadership in the institution and profession.

5.6 Unit Facilitation of Professional Development

Maine educator preparation program units may meet Standard Five if:

- Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework, performance assessment, diversity, technology, and other emerging practices.
- The unit has policies and practices that encourage all professional education faculty members to be continuous learners.
- Experienced professional education faculty members mentor new faculty members providing encouragement and support for developing scholarly work around teaching, inquiry, and service.

Standard Six: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Unit Leadership and Authority

Maine educator preparation program units may meet Standard Six if:

- The unit has the leadership and authority to plan, deliver, and operate coherent programs of study.
- The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards.
- The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs.
- Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current.
- The unit ensures that candidates have access to student services such as advising and counseling.
- Faculty involved in the preparation of educators, PK–12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs.
- The unit provides a mechanism and facilitates faculty collaboration with faculty in other units of the institution involved in the preparation of professional educators.
- The unit provides the leadership for effectively coordinating all programs at the institution designed to prepare education professionals to work in PK–12 schools.
- The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs.
- The unit and other faculty collaborate with PK–12 practitioners in program design, delivery, and evaluation of the unit and its programs.
- Colleagues in other units at the institution involved in the preparation of professional educators, school personnel, and other organizations recognize the unit as a leader.
- The unit provides professional development on effective teaching for faculty in other units of the institution.

6.2 Unit Budget

Maine educator preparation program units may meet Standard Six if:

- The unit receives sufficient budgetary allocations at least proportional to other units on campus with clinical components or similar units at other campuses to provide programs that prepare candidates to meet standards.
- The budget adequately supports on-campus and clinical work essential for preparation of professional educators.
- Unit budgetary allocations permit faculty teaching, scholarship, and service that extend beyond the unit to PK–12 education and other programs in the institution.
- The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the unit and its school partners.

6.3 Personnel

Maine educator preparation program units may meet Standard Six if:

- Clinical faculty members are included in the unit as valued colleagues in preparing educators.
- Faculty loads for teaching including online generally do not exceed 12 hours for undergraduate and 9 hours for graduate per semester, or the equivalent.
- Formal policies and procedures have been established to include online course delivery in determining faculty load.
- Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member per semester, or the equivalent.
- The unit makes appropriate use of full-time, part-time, and clinical faculty as well as graduate assistants so that program coherence and integrity are assured.
- The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.
- The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards.
- The unit supports professional development activities that engage faculty in dialogue and skill development related to emerging theories and practices.
- The unit's use of part-time faculty and of graduate teaching assistants is purposeful and employed to strengthen programs, including preparation of teaching assistants.
- Unit provision of support personnel significantly enhances the effectiveness of faculty in their teaching and mentoring of candidates.
- Workload policies and practices permit and encourage faculty not only to be engaged in a wide range of professional activities, including teaching, scholarship, assessment, advisement, work in schools, and service, but also to professionally contribute on a community, state, regional, or national basis.
- Workload policies, including class-size and online course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in PK–12 schools, and service.

6.4 Unit Facilities

Maine educator preparation program units may meet Standard Six if:

- The unit has adequate campus and school facilities to support candidates in meeting standards.
- The facilities support faculty and candidate use of information technology in instruction.
- The unit has outstanding facilities on campus and with partner schools to support candidates in meeting standards.
- Facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes.

6.5 Unit Resources – Including Technology

Maine educator preparation program units may meet Standard Six if:

- The unit allocates resources across programs to prepare candidates to meet standards for their fields.
- It provides adequate resources to develop and implement the unit's assessment plan.
- The unit has adequate information technology resources to support faculty and candidates.
- Professional education faculty and candidates have access both to sufficient and current library and curricular resources and electronic information.
- Resources for distance learning programs are sufficient to provide reliability, speed, and confidentiality of connection in the delivery system.
- The unit aggressively and successfully secures resources to support high-quality and exemplary programs and projects to ensure that candidates meet standards.
- The development and implementation of the unit's assessment system is well funded.
- The unit serves as an information technology resource in education beyond the education programs—to the institution, community, and other institutions.
- Faculty and candidates have access to exemplary library, curricular and electronic information resources that serve not only the unit but also a broader constituency.
- Resources for distance learning programs provide exceptional reliability, speed, and confidentiality of connection in the delivery system.